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ABSTRACT

Vocational education personnel at twenty secondary high schools and vocational skill centers in Michigan were interviewed to (1) identify vocational educators' perceptions of sex-role stereotyping (SRS) in vocational education, (2) determine whether school personnel had identified effective means of reducing SRS and sex bias in vocational education programs, and (3) determine the current needs of vocational educators concerning the issue of SRS in vocational education programs and services. Perceptions generated from the interviews were compared to the nature and extent of SRS as evidenced in vocational education enrollment data, staffing/structural patterns, and curriculum materials developed for student and teacher use. All role groups identified a need for a collaborative effort among students, parents, and school staff to eliminate SRS in vocational education programs. However, for a majority of the respondents, SRS and sex bias in the schools were not perceived to be a major cause of limited vocational opportunity at the secondary level. Eight recommendations were made for systematic, long-range changes to be instituted within and outside the educational sector to bring about expanded vocational opportunity for secondary students. (The interview instrument is appended.) (IMS)

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SEX-ROLE STEREOTYPING IN VOCATIONAL EDUCATION:

Report on the Perceptions of Michigan Educators

Expanding Vocational Education and Training Options for Women and Men in Michigan

Submitted by

Karla Atkinson

for

Center for Women's Services
Western Michigan University
Kalamazoo, Michigan 49008

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Section I
INTRODUCTION

This report describes major findings obtained from interviews conducted over a four month period with vocational education personnel at twenty secondary high schools and vocational skill centers in the State of Michigan. The interviews were conducted at the school sites from December 1977 to March 1978 by a trained team of two persons. The interviews were one component of the research phase of the Expanding Vocational Education and Training Options for Women and Men in Michigan project. This project is currently being administered by the Center for Women's Services, Western Michigan University, under a grant from Vocational-Technical Education Service, Michigan Department of Education.

Section II
PURPOSE

The purpose of the interview was threefold: (1) to identify vocational educators' perceptions of sex-role stereotyping in vocational education, (2) to determine whether school personnel had identified effective means of reducing sex-role stereotyping and sex bias in vocational education programs, and (3) to determine the current needs of vocational educators concerning the issue of SRS in vocational education programs and services. Perceptions generated from the interviews were compared to the nature and extent of sex-role stereotyping as evidenced in vocational education enrollment data, staffing/structural patterns, and curriculum materials developed for student and teacher use.

Section III
DEVELOPMENT OF THE STUDY SAMPLE

The School Sites

Schools and vocational skill centers participating in the study were selected from a pool of site schools nominated by Title IX coordinators and Career Education Planning District (CEPD) coordinators in the State of Michigan. Twenty sites were included in the sample.

The following criteria were used to select participating sites:

(1) Geographic location: Sites were located in eastern, western, northern, and southern portions of the state, as well as in the upper and lower peninsulas of Michigan.

(2) Range of vocational education programs: Some sites offered vocational education training in several of the seven occupational clusters; other sites had vocational education programs from only three or fewer of the seven occupational fields.

(3) Student enrollment: Some sites included student populations of 350 or less students; other sites had student populations of at least 1300 males and females.

(4) Multi-cultural factors in the student population: Sites whose student populations included a large percentage of black persons were included in the sample, as were sites whose student populations reflected only minor traces of ethnic and minority representation.

(5) School setting: Sites were located in urban as well as rural environments.

(6) Vocational enrollment: School sites where the percentage of students enrolled in vocational education was minimal in proportion to the entire student body were included, as were vocational skill centers where all of the students are enrolled in vocational education programs.

Table I presents a summary of the characteristics of the sites included in the research sample.

Table I
CHARACTERISTICS OF SITES IN THE RESEARCH SAMPLE
N = 20

CRITERION		N
Geographical Location:		
Southeastern (LP)		8
Southwestern (LP)		4
Northern (LP)		6
UP		2
	TOTAL	20
Range of Vocational Education Programs:		
1-3 Occupational Clusters		2
4-5 Occupational Clusters		9
6-8 Occupational Clusters		9
	TOTAL	20
Student Enrollment:		
1300 or more		7
1299-700		10
699-350		2
349-less		1
	TOTAL	20
Multi-cultural:		
Yes		8
No		12
	TOTAL	20
Vocational Enrollment:		
Public School		16
Skill Center		4
	TOTAL	20
School Setting:		
Urban		9
Rural		11
	TOTAL	20

Respondents to the Interview

At these twenty secondary schools and skill centers in Michigan, 306 employed staff met with site team representatives at the school to be interviewed. In addition, the responses from 42 Career Education Planning District Coordinators (CEPD) in Michigan were included in the data analysis. Table II summarizes the characteristics of the respondents to the interview.

Of the 348 respondents, 56% represented vocational education teachers, vocational education counselors, vocational education administrators and counseling staff. The remaining 44% were teachers, administrators, CEPD coordinators and other school staff.

Table III presents a summary of the role groups and sex of the respondents participating in the interviews.

Table II
CHARACTERISTICS OF RESPONDENTS
N = 348

CHARACTERISTICS		N
Sex:		
Males		219
Females		129
	TOTAL	348
Race:		
White		309
Black		35
Other		4
	TOTAL	348
Age:		
Under 30 years		59
30-39 years		143
40-49 years		85
Over 50 years		61
	TOTAL	348
Lengths of jobs:		
Less than 1 year		25
1-3 years		75
4-7 years		120
More than 7 years		124
DK/NA		4
	TOTAL	348

Table III
PRIMARY ROLE GROUPS AND SEX OF RESPONDENTS
N = 348

ROLE GROUP	MALE N	FEMALE N	%	TOTAL
Vocational education teachers	67	55	35	122
Teachers	31	23	16	54
Counselors	30	15	13	45
CEPD Coordinators	38	4	12	42
Administrators	27	5	9	32
Other	7	18	7	25
Vocational education administrators	15	9	7	24
Vocational Education counselors	4	0	1	4
TOTAL	219	129	100	348

Use of the Interview Technique

Through the interview technique, the project staff had an opportunity to test the climate of receptivity to a project of this nature. Because research was conducted in the field, we were also able to compare the impressions of the site team with the data gathered from the respondents. Though we were unable to characterize statistically the climate of the twenty sites, the recommendations in this report have been generated out of those impressions which, without the interview technique, would have been impossible to formulate. Face-to-face contact with school staff across the state enabled people to talk about the issue of sex-role stereotyping in vocational education, and to discuss strategies that might be developed to address the problem of sex-role stereotyping in vocational/technical education programs – more so than had a survey technique been applied.

Concentration On and Inclusion Of, Various Role Groups

Concentrating on interviewing a majority of vocational education and counseling staff provided information which more accurately reflected the nature and extent of sex-role stereotyping in vocational education. Including other teacher, administrator, and CEPD role groups gave a broader perspective on the issue. By comparing perceptions of role groups, project staff were able to identify some relationships that exist in and among these role groups.

Section IV
LIMITATIONS OF THE STUDY

The methodology of selecting the sample through a nomination process did not guarantee a valid random sample. Also, because of time limitations, the instrument used for the interview was not adequately pre-tested.

Section V
DESIGN OF THE INTERVIEW INSTRUMENT

The instrument was designed with three major sections: (1) Part I of the instrument included 57 items and was administered to all respondents, (2) Part II included 29 items and was administered to only vocational education staff, and (3) Part III also included 29 items and was administered only to counseling staff.

Part I of the Interview Instrument

Fifty-seven items were organized into general areas of inquiry:

1. General perceptions of the issue of sex-role stereotyping
2. Perceptions of the issue of sex-role stereotyping in vocational education
3. Perceptions of the sex-role stereotyping in instructional resources
4. Perceptions of the resources of the development of non-biased vocational technical education programs
5. Perceptions of the barriers to student entrance into non-traditional vocational education programs
6. Perceptions of the barriers to student recruitment into non-traditional vocational education programs
7. Perceptions of the influences on students' career interests
8. Perceptions of the vocational students' interest in occupational fields
9. Perceptions of the career counseling process
10. Respondents' attitudes and values.

Part II of the Interview Instrument

Twenty-nine items were included in this section which was directed only to vocational education staff. This section of the instrument was designed to yield information in the following areas:

1. Vocational education program objectives
2. Criteria for enrollment and placement in vocational/technical education programs
3. Advisory councils

4. Follow up activities for vocational education students who had graduated
5. Problems associated with the enrollment of non-traditional students
6. Community reactions to students working in non-traditional occupations
7. Efforts to recruit students into non-traditional vocational programs
8. Sex-role stereotyping in vocational education curriculum materials.

Part III of the Interview Instrument

Twenty-nine items were also included in the third section to which only counseling staff responded. This section of the instrument was constructed to yield information in the following areas:

1. Nature and extent of career counseling
2. Follow up activities of vocational education graduates
3. Community reaction to students working in non-traditional occupations
4. Efforts to recruit students into non-traditional vocational education programs
5. Sex-role stereotyping in vocational education curriculum materials.

Section VI
DATA ANALYSIS

A frequency distribution of responses was prepared for all items in each of the three sections of the interview instrument. Selected cross-tabulations were computed, using variables sex, age, role groups, and location as independent variables to determine if responses to the items in the instrument might be significantly related to any of these four variables.

Section VII
RESULTS: MAJOR FINDINGS

Major conclusions summarizing the respondents' perceptions as indicated by responses to items on the instrument from the ten perceptual areas are presented.

Table IV
PERCEPTIONS OF THE SIGNIFICANCE OF SEX-ROLE STEREOTYPING AFFECTING THE LIVES OF STUDENTS

Respondents by Role Group	Significance for Students: Little N	Moderate N	Great N	DK/NA N	Total Respondents N
Teachers	22	15	16	1	54
Vocational education teachers	66	24	30	2	122
Administrators	17	8	6	1	32
Vocational education administrators	10	4	10	0	24
Counselors and vocational education counselors	28	16	5	0	49
CEPD Coordinators	10	22	9	1	42
TOTAL	153	89	76	5	323

Perceptual Area I:
General Perceptions of the Issue of Sex-Role Stereotyping

1.1 Finding: Sex-role stereotyping is perceived to have impacted minimally on the lives and well-being of students and colleagues.

Tables IV and V present a summary of the respondents' perceptions by role group of the potential effect of sex-role stereotyping on students and colleagues.

Table V
PERCEPTIONS OF THE SIGNIFICANCE OF SEX-ROLE STEREOTYPING AFFECTING THE LIVES OF COLLEAGUES

Respondents by Role Groups	Significance for Colleagues: Little N	Moderate N	Great N	DK/NA N	Total Respondents N
Teachers	30	10	12	2	54
Vocational education teachers	85	18	15	4	122
Administrators	20	7	4	1	32
Vocational education administrators	13	2	9	0	24
Counselors and vocational education counselors	30	12	7	0	49
CEPD Coordinators	11	20	10	1	42
TOTAL	189	69	57	8	323

Of all respondents, 48% assigned less than moderate significance to the effect of sex-role stereotyping on students. A slightly larger percentage (58%) also assigned less than moderate significance to the effect of sex-role stereotyping on colleagues.

Administrators and counselors perceived more insignificant effects of sex-role stereotyping on the lives of students than did teachers or vocational education teachers. Females assigned more significance to the impact which sex-role stereotyping can have on the lives of their colleagues than did male respondents.

This finding suggests that there is a discrepancy between the extent of sex-role stereotyping evidenced in vocational education enrollment patterns, staffing patterns, and in biased vocational education materials, and the extent to which sex-role stereotyping is perceived by educators to significantly affect students and colleagues.

1.2 Finding: Sex-role stereotyping is perceived to have minimally impacted the school system.

Table VI presents a summary of the perceptions of staff members with respect to areas in the school affected by sex-role stereotyping.

Consistent with the perceived insignificant impact of sex-role stereotyping on the lives of students is the perceived lack of impact which sex-role stereotyping has had on the school system. Seventy-seven percent of the 348 respondents could not identify any general incident at their schools which they were able to link with sex-role stereotyping. A majority of the respondents also reported few changes in curriculum or teaching approches as a result of sex-role stereotyping.

Table VI
RESPONDENT'S IDENTIFICATION OF FACTORS WHICH SEX ROLE STEREOTYPING HAS AFFECTED
N = 348

VARIABLE	YES N	YES %	NO N	NO %	DK/NA N	DK/NA %
Any school incident reported	(71)	20.4	(269)	77.3	(8)	2.3
Affecting counseling to all students	(79)	22.7	(233)	66.9	(36)	10.3
Limited opportunities in vocational education in respondent's school	(87)	25.0	(243)	69.8	(18)	5.1
Student difficulty in enrolling in vocational education program	(19)	5.4	(318)	91.4	(11)	3.2
Curriculum changes (sex-role stereotyping impact)	(97)	28.0	(192)	55.1	(59)	16.9
Changes in teaching approaches	(28)	8.0	(54)	15.5	(266)	76.4
Curriculum changes (Title IX impact)	(76)	21.8	(224)	64.3	(48)	13.7
Plans to encourage non-traditional students	(97)	28.0	(244)	70.1	(7)	2.0

1.3 Finding: Most of the school staff interviewed have a limited information base from which to approach the issue of sex-role stereotyping in general.

Table VII presents a summary of the respondents' perceptions of information sources on sex-role stereotyping.

Table VII
SOURCES OF INFORMATION ON SEX-ROLE STEREOTYPING CURRENTLY AVAILABLE AT SITES
N = 348

SOURCE	IDENTIFYING SOURCE N	%
Books, articles	72	21
In-service programs	34	10
Faculty meetings	21	6
Radio-Television	2	0.6
Friends	3	0.9
Title IX coordinator	10	3
Never sought information	200	56.5
DK/NA	6	2
TOTAL	348	100.0

Of those responding to this item, 58% reported they have never sought information on sex-role stereotyping. Of all role groups, a greater percentage of vocational educators (80%) has not sought such information. Books and articles were the most frequently cited sources of information.

1.4 Finding: Eliminating sex-role stereotyping is not an immediate priority among the educators sampled.

Table VIII offers a summary of the respondents' perceptions of the priority which their school attached to the elimination of sex-role stereotyping.

Table VIII
PRIORITY RATINGS ASSIGNED TO THE ELIMINATION OF SEX-ROLE STEREOTYPING AT SITES
N = 348

RATING	N	%
Very important	81	23.28
Moderately important	134	38.51
Little importance	131	37.64
DK/NA	2	.57
TOTAL	348	100.00

About one-third of the school staff interviewed (38%) felt the elimination of sex-role stereotyping was of moderate importance as a site priority, and one-fourth (23%) assigned it an even higher priority rating. It is significant to note that 7% more males than females perceived that eliminating sex-role stereotyping held high priority status at the sites.

Perceptual Area 2: Perceptions of the Issue of Sex-Role Stereotyping in Vocational Education

2.1 Finding: Sex-role stereotyping is perceived to have had relatively little effect in limiting vocational education opportunities for students.

Table IX presents a brief summary of the perceptions of respondents to the impact of sex-role stereotyping in vocational education. However, as Table IX demonstrates, there appear to be few attempts to systematically recruit students into non-traditional careers.

Table IX
PERCEPTIONS OF VOCATIONAL EDUCATION AREAS AFFECTED BY SEX-ROLE STEREOTYPING
N = 348

AREAS AFFECTED BY SEX-ROLE STEREOTYPING	YES N	YES %	NO N	NO %	DK/NA N	DK/NA %	TOTAL N	TOTAL %
Are there limited opportunities in vocational education in your school due to sex-role stereotyping?	87	(25)	243	(70)	18	(5)	348	(100)
Is there student difficulty in enrolling in vocational education programs because of his/her sex?	19	(6)	318	(91)	11	(3)	348	(100)
Have there been any plans to recruit non-traditional students?	97	(28)	244	(70)	7	(2)	348	(100)

Only one-fourth of the school staff interviewed felt there were limited opportunities in vocational education programs at their schools as a result of sex-role stereotyping. Limited opportunities were perceived to exist more at other schools than within the system in which the respondents were employed.

The majority of the respondents (70%) reported having undertaken no programs to recruit non-traditional participation in vocational education programs to overcome sex-role stereotyping. Procedures to recruit non-traditional students were reported with more frequency by the counselors (31%) than by the vocational education teachers (24%).

2.2 Finding: Enrolling non-traditional students in vocational education programs is not perceived to be a problem.

Table X offers a summary of the perceptions of vocational staff of the problems associated with the enrollment of students in a vocational field in which they had not been traditionally represented.

Table X
VOCATIONAL ROLE GROUP'S PERCEPTION OF THE PROBLEMS ASSOCIATED WITH THE ENROLLMENT OF NON-TRADITIONAL STUDENTS
N = 181

NATURE OF THE PROBLEM	PROBLEM ASSOCIATED WITH: FEMALE ENROLLMENT	MALE ENROLLMENT	TOTAL
Required more academic training	8	–	8
Hard to place in field experiences	2	1	3
Peer or teacher reluctance to accept students	2	7	9
Physical difficulties in meeting classwork	5	–	5
Stricter discipline needed	–	2	2
Other	5	2	7
Problem, but unclear about the exact nature of it	4	3	7
No problem	94	114	
DK/NA	61	52	
TOTAL	181	181	

Of those respondents who had either direct or indirect contact with vocational educational classes wherein non-traditional students were enrolled, a majority reported no problems with enrolling either male or female non-traditional students. Of all problems associated with sex-role stereotyping in vocational education, difficulty in electing and/or enrolling in a vocational program was the most frequently cited problem which students had encountered. Vocational personnel reported fewer difficulties with males who had or were currently enrolled in non-traditional vocational education programs than with females who had or were currently enrolled in non-traditional education programs. The greatest problem in having females in non-traditional vocational classes centered on the female's lack of academic preparation for a vocational education program. Respondents from the vocational role group more frequently identified peer pressure as a problem with which non-traditional male students in vocational classes must cope.

Perceptual Area 3: Perceptions of Sex-Role Stereotyping in Instructional Resources

3.1 Finding: There is no strong concensus that elements of sex-role stereotyping are present in instruction resources.

Table XI presents a summary of all respondents' perceptions of sex-role stereotyping in curriculum materials. Respondents were asked to rate their instructional resources as excellent (reflect no sex-role stereotyping), good (reflect minimal amounts of sex bias), fair (reflect moderate amounts of sex bias), or poor (reflect extensive amounts of sex-role stereotyping).

Table XI
PERCEPTIONS OF SEX-ROLE STEREOTYPING IN INSTRUCTIONAL RESOURCES
N = 323

ROLE GROUP	RATING Excellent	Good	Fair	Poor	DK/NA
Teachers	18	16	16	3	1
Administrators	7	5	6	0	14
Vocational education teachers	52	36	26	5	3
Vocational education administrators	5	9	8	0	2
Counselors	8	12	13	1	15
CEPD Coordinators	2	12	17	3	8
TOTAL	92	90	86	12	43
TOTAL %	28.5%	27.9%	26.6%	3.7%	13.3%

As Table XI indicates, respondents were evenly divided in rating the degree to which curriculum materials reflected sex-role stereotyping. Only 4% rated materials poorly.

Table XII presents a summary of vocational education and counseling staff perceptions of sex-role stereotyping in vocational and career education materials.

Table XII
COUNSELING AND VOCATIONAL STAFF PERCEPTIONS OF SEX-ROLE STEREOTYPING IN VOCATIONAL AND CAREER MATERIALS
N = 181

RATING	N	%
Excellent	47	26.0
Good	54	29.8
Fair	45	24.9
Poor	13	7.2
DK/NA	22	12.1
TOTAL	181	100.0

Approximately one-half of the 181 vocational education staff who were asked to rate the learning resources used in their programs indicated sex-role stereotyping was conspicuously absent (26%) or evident in only scattered instances (30%). Seven percent rated their materials poorly.

Perceptual Area 4:
Perceptions of the Resources for the Development of Non-biased Vocational Education Programs

4.1 Finding: Of all role groups, teachers are perceived to have had the most impact on eliminating sex-role stereotyping in general.

Table XIII presents those persons identified by respondents as having the potential to impact the school by eliminating sex-role stereotyping in vocational/technical education programs.

Teachers were perceived by all role groups to have the most impact on eliminating sex-role stereotyping—perhaps because of all role groups identified in the study, teachers reported that a frequent to moderate amount of their time is spent informally assisting students in making career decisions.

In proportion to their role groups, one fourth of the administrators perceive themselves to have impact in eliminating sex-role stereotyping, and over one third of the teachers perceive themselves as change agents. However, only 11% of the teachers view administrators as a resource for promoting change in vocational education, as compared to 49% of the administrators who perceive of teachers in a similar role.

4.2 Finding: Resources currently available at the site to provide a clearer understanding of the implications of sex-role stereotyping in general have not been identified.

Table XIV presents a summary of the human and non-human resources to which respondents could turn for assistance in understanding the implications of sex-role stereotyping.

Table XIV
RESOURCES CURRENTLY AVAILABLE TO SCHOOL STAFF TO EXPLAIN IMPLICATIONS OF SEX-ROLE STEREOTYPING
N = 348

RESOURCES	N	IDENTIFYING AVAILABILITY %
DK/NA	106	30
No known resources	75	22
Teachers/counselors	38	11
Administrators/Title IX coordinator	21	6
Classroom materials	9	3
Library/Career Center materials	71	20
Title IX materials	25	7
Other	3	1
TOTAL	348	100

Table XIII
PERCEPTIONS OF ROLE GROUPS WHICH CAN HAVE IMPACT ON ELIMINATING SEX-ROLE STEREOTYPING IN VOCATIONAL/TECHNICAL EDUCATION PROGRAMS
N = 323

	RESOURCES FOR IMPACTING CHANGE IN VOCATIONAL EDUCATION								
RESPONDENTS BY ROLE GROUP	Teachers	School board	Administrators	Community business	Parents	Students	Vocational education staff only	Other	
	N	N	N	N	N	N	N	N	Total
Teachers	21	10	6	2	7	4	0	3	54
Vocational education teachers	45	8	16	6	20	14	9	4	122
Administrators	15	1	8	3	2	1	1	1	32
Vocational education administrators	7	2	2	0	5	4	0	4	24
Counselors and vocational education administrators	18	4	3	6	9	8	1	0	49
CEPD Coordinators	12	3	7	1	7	3	1	8	42
MEAN	20	5	7	3	8	6	2	3	323

Of all respondents, 52% did not know or were unable to cite any resources available. Among those resources suggested by the respondents, 18% clustered around "human resources" such as teachers, counselors and Title IX administrators. Of the resources, 30% were reported as classroom, library, career resource center or Title IX materials.

Perceptual Area 5:
Perceptions of Barriers to Student Entrance in Non-traditional Vocational Education Programs

5.1 Finding: Student attitudes present the greatest barrier to student entrance in non-traditional vocational education programs.

Table XV identifies the respondents' perceptions of the barriers to enrolling students in non-traditional vocational education programs.

Table XV
BARRIERS TO INCREASED ENROLLMENT OF STUDENTS IN NON-TRADITIONAL VOCATIONAL EDUCATION PROGRAMS
N = 348

BARRIER	Citing Barrier N	%
Lack of personnel	11	3.2
Lack of career materials	21	6.0
Administrative support	15	4.3
Student attitudes	168	48.3
Staff attitudes	32	9.2
Budget constraints	12	3.5
Parents	53	15.2
Other	32	9.2
DK/NA	4	1.1
TOTAL	348	100.0

Respondents consistently identified student attitudes as the biggest obstacle to involving more non-traditional students in vocational education programs. A cluster of school-related factors, such as staff attitudes, administrative support, and budget constraints, ranked as the second major obstacle to meeting this objective. Parental attitudes were cited as a third major obstacle. Though statistically insignificant, there was a tendency to rank student attitudes as a greater barrier to enrolling male students than to enrolling female students.

Perceptual Area 6:
Perception of Barriers to Student Recruitment into Non-traditional Vocational Education Programs

6.1 Finding: Attitudes within and among students constitute the greatest barrier to the recruitment of students into non-traditional vocational education programs.

Table XVI summarizes these obstacles to recruiting non-traditional vocational education students as perceived by the respondents.

Table XVI
PERCEPTIONS OF THE OBSTACLES TO RECRUITING MORE NON-TRADITIONAL VOCATIONAL EDUCATION STUDENTS
N = 348

OBSTACLE	Female Recruitment N	Male Recruitment N
Self, peer attitudes	125	176
School attitudes	27	22
Community attitudes	81	66
Lack of information on career possibilities	21	17
Lack of job opportunities	10	4
Female jobs not remunerative	–	17
Fear of personal inadequacy	22	–
Other	9	10
Few or no obstacles	43	28
DK/NA	10	8
TOTAL	348	348

More recruitment obstacles into non-traditional vocational education study were identified for the male student population than for female students. Also, attitudes in the community environment were perceived to be a barrier to recruitment more often for females than for males. Attitudes within and among students were perceived to be a barrier more often for males than for females.

Female staff identified the attitudes among school staff more often as an obstacle to recruitment of either sex of the student population than did male respondents.

Perceptual Area 7:
Perception of Influences on Students' Career Interests

7.1 Finding: The home environment is perceived to contribute most to channeling students' career interests.

Table XVII summarizes the perceptions of the vocational education/counseling role groups concerning the influences on students' career interests.

Table XVII
VOCATIONAL AND COUNSELOR ROLE GROUP PERCEPTIONS OF THE INFLUENTIAL FACTORS AFFECTING THE CAREER INTERESTS OF STUDENTS
N = 230

Influential Factor	Females Affected by Factor N	Males Affected by Factor N	Total
Self	23	21	44
Home	75	86	161
Peers	30	29	59
Traditions	14	11	25
Counselor	2	4	6
Teacher	14	10	24
Role models in career fields	22	14	36
Other (salary)	23	37	60
DK/NA	27	18	45
TOTAL	230	230	

The home was perceived to be the strongest influence directing students' interests in selecting a career. School was viewed as a weaker influence on students' career interests in comparison to factors outside the educational environment. Clearly, counselors were not perceived to be a significant factor affecting students' career interests. Financial remuneration was reported to be more of an influence directing male career interests than female interests. Traditional expectations, visible career role models, and teachers were more influential for the female student population than for male students.

Perceptual Area 8:
Perception of Students' Interests in Occupational Fields

8.1 Finding: Students' career interests reflect traditional career choices.

The responses from the sites sampled point to a predominance of traditional career interests among students. Female students were perceived to express the most interest in office-related occupations and express the greatest disinterest in trade or technical careers. The converse held true for the male student population, who were reported generally to exhibit the greatest interest in trade and technical or distributive education programs, and disfavor office-related careers.

Perceptual Area 9:
Perceptions of the Career Counseling Process

9.1 Finding: The quality of career counseling for male students is perceived to be slightly better than the quality of the career counseling services offered to female students.

Table XVIII summarizes the perceptions of the quality of counseling services at the twenty sites.

Of all respondents, 47.7% gave excellent or good marks to the quality of career counseling for females. A slightly greater percentage of the respondents (52.9%) reported the quality of career counseling for males was excellent or good. Male respondents were more critical of the counseling services offered to female students than were their female colleagues. Efforts generated within the counseling/guidance department to encourage students to consider non-traditional careers, and to actively recruit students into vocational education programs in which their sex had not traditionally participated, were rated more poorly than broad career counseling services.

9.2 Finding: Teachers perceive they frequently take on an informal role of counselor.

Table XVIII
PERCEPTIONS OF THE QUALITY OF COUNSELING SERVICES
N = 348

TYPE OF COUNSELING SERVICE	Excellent N	Good N	Acceptable N	Fair N	Poor N	DK/NA N
Career guidance for females	46	120	50	56	39	37
Career guidance for males	47	137	53	45	33	33
Presentation of non-biased career options	73	121	44	38	32	40
Encouraging students to consider non-traditional careers	41	102	46	49	63	47
Recruitment of students into non-traditional vocational programs	34	83	39	51	77	64
MEAN	48	113	46	48	49	44

Table XIX
EXTENT AND TYPE OF CAREER COUNSELING DONE AS PERCEIVED BY ROLE GROUPS
N = 348

	EXTENT				TYPE						
Role Group	Frequent Counseling N	Moderate Counseling N	Little Counseling N	No Counseling N	Classroom discussion N	Refer to career center or guidance department N	Refer to library N	Personal discussion N	Discussion with vocational education students only N	Other N	DK/NA N
Teachers	20	19	13	1	15	3	–	23	2	4	7
Vocational education teachers	81	33	8	–	32	11	1	21	45	8	4
Administrators	9	4	13	–	1	2	–	12	2	6	–
Vocational education administrators	6	7	5	5	2	1	–	4	6	5	6
Counselors	44	4	1	–	5	16	–	21	1	–	4
Other	10	7	3	5	–	–	8	5	2	6	4
CEPD Coordinators	3	6	16	15	2	1	–	1	5	16	17
TOTAL	173	80	59	26	57	34	9	87	63	45	42

Table XIX presents a summary of all respondents' perceptions of the extent to which they are involved in counseling students on careers, and the type of career counseling undertaken by school staff.

Fifty percent of all 348 respondents reported that they frequently assisted students in an informal manner in making career decisions. Twenty three percent also reported they were moderately involved in this process. Of those school staff who were informally and formally involved in helping students make career decisions, personal discussions were reported to be the most common method of assisting students in sorting career options. Of all role groups, a larger percentage of vocational education teachers perceived they assisted students in making career decisions.

9.3 *Finding: The social and personal implications of job choices, such as race, sex, peer pressure or community reactions to job choices, are not discussed frequently by counselor and non-traditional vocational students.*

Table XX presents a summary of the counselors' perceptions of topics discussed between counselor and students who are interested in non-traditional career areas.

Table XX
DISCUSSION TOPICS BETWEEN COUNSELOR AND STUDENTS INTERESTED IN NON-TRADITIONAL CAREER FIELDS
N = 348

TOPIC	Discussing Topic N	%
Aptitude/ability	10	20.5
Physical demands of job	6	12.3
Job outlook	9	18.3
Employee reaction	5	10.2
Community/peer reaction	7	14.2
Encouragement	3	6.2
DK/NA	9	18.3
TOTAL	49	100.0

As Table XX suggests, the job outlook or the students' attitudes and abilities in a career field are discussed primarily in comparison to other topics in career discussions among counselors and students.

Perceptual Area 10: Respondents' Attitudes and Values

Table XXI presents a summary of the 18 items on the instrument which were designed to measure respondents' attitudes and values.

Table XXI
SUMMARY OF THE PERCEPTIONS OF THE RESPONDENTS
N = 348

STATEMENT	Agree %	Disagree %	DK/NA %*
1. Teachers who have an idea about eliminating sex-role stereotyping should bring it to the attention of their colleagues.	93	4	4
2. It is less important for a woman than a man to think of a career.	8	89	3
3. Women should be given equal opportunity with men for apprenticeship in various trades.	89	8	4
4. Vocational and trade schools should admit the best qualified students, independent of sex.	96	2	2
5. Teachers should take increasing responsibility for the leadership in eliminating sex-role stereotyping.	89	6	6
6. Most of the staff at your school have more important priorities than the elimination of sex-role stereotyping.	81	8	11
7. Teachers can influence the school administration to initiate change at the building level to eliminate sex-role stereotyping.	79	12	10
8. Except in special cases, a wife should do cooking and housekeeping; the husband should provide the family with money.	12	78	10
9. We should undertake efforts to overcome sex-role stereotyping whether or not problem areas have been identified.	77	13	10
10. In many jobs men should be given preference over women in being hired or promoted.	18	76	6
11. Eliminating sex bias in vocational education is not enough; one should recruit non-traditional students.	76	16	8
12. Teachers feel free to approach the school administration with problems that arise as a result of sex-role stereotyping.	70	14	17
13. Most of the staff at your school are aware of the problem of sex-role stereotyping.	69	20	12
14. Educators can influence the board of education to initiate change to eliminate sex-role stereotyping.	62	18	20
15. In my field people don't recognize sex-role stereotyping.	44	49	7
16. Men should consider interrupting their careers to share in the caring of small children at home.	48	36	16
17. In my field many people don't know how to do anything about sex-role stereotyping.	54	36	10
18. In my field many people don't do anything about sex-role stereotyping.	59	33	8

*Percentages do not always sum to 100 because of rounding.

10.1 Finding: The concept of equal education and non-biased career opportunity is supported by a majority of the educators sampled.

Relatively little disagreement on Items 2, 3, 4, 8 and 10 indicates that the concept of equal education and career opportunity is supported by a majority of the educators sampled.

10.2 Finding: Eliminating sex-role stereotyping is a task which should be undertaken.

Strong agreement on Items 1, 5, 9 and 11 suggests that eliminating sex-role stereotyping in general is a task which should deserve active attention. However, concensus among respondents to Item 6 suggests that eliminating sex-role stereotyping does not currently hold high priority status at the sites sampled.

10.3 Finding: Teachers, administrators and the board of education are perceived to be support systems to teachers who wish to eliminate sex-role stereotyping.

Agreement among a majority of respondents to Items 7, 12, 13, and 14 suggest this finding.

10.4 Finding: Information on the nature and extent of sex-role stereotyping is needed.

As the margin of disagreement among all respondents widens in response to Items 15, 17, and 18, it is clear that they perceive they lack the ability to recognize sex-role stereotyping, a set of skills, resources and information to respond to the issue of sex-role stereotyping, and a concentrated commitment to the issue of eliminating sex-role stereotyping in vocational education among educators.

Section VIII
CONCLUSIONS

A. Within the schools sampled, it appears that a large percentage of the educators who were interviewed support the concept of expanding vocational opportunities for all students. All role groups, both male and females, various age groups and staff from both rural and urban sites responded favorably to those items on the instrument which measured their willingness to support and develop programs which are directed to increasing non-traditional enrollment.

B. Little activity has been initiated to eliminate sex-role stereotyping and bias in vocational education programs. Similarly, only a few concentrated efforts have been undertaken to encourage and recruit students to enter non-traditional fields.

C. Among those sampled, a majority believe that the educational system, the attitudes of the school staff, and educational processes have not contributed to a structure of sentiments which discourages students from pursuing study in any vocational program. Quite simply, the school is not considered to be the major culprit.

D. Most respondents believe that the obstacles that surround the issue of expanding vocational options are neither created nor sustained by the educational system. Respondents in the study view staff attitudes, vocational program opportunity, the quality of counseling services and, to a slightly lesser degree, curriculum materials, as factors contributing to – not undermining – an educational setting wherein equal opportunity in vocational education is a reality.

E. The major influencer of career and vocational interests is perceived to be parents. Respondents also perceive that the extent of the support which parents, employers, the community, and the students lend to the efforts of expanding vocational options will determine the degree of success which the school realizes in its undertaking to eliminate sex-role stereotyping and expand vocational opportunity.

F. Perceptions of the issue of sex-role stereotyping in vocational education vary among role groups. Awareness of the degree to which perceptions are shared, and the degree to which awareness skills have already been acquired among three role groups particularly, is critical to any approach designed to reduce sex-role stereotyping in vocational education programming:

(1) Administrators Role Group

More than does any other role group, administrators perceive that the schools have placed a high priority on the elimination of sex-role stereotyping. Their evident belief is that limited vocational education opportunities because of sex-role stereotyping do not exist at their schools and that career counseling programs at their schools do not reflect biased approaches.

The commitment to eliminating sex-role stereotyping has been demonstrated by administrators, more than by any other role group, through an involvement in a school evaluation as mandated under Title IX. However, administrators view their involvement in efforts to attract more students into vocational education programs in which they have not traditionally participated as greater than the efforts which teachers view the administrators as having undertaken.

A greater percentage of administrators than percentage of respondents from other role groups indicate a willingness to address the issue of sex-role stereotyping in vocational education before specific problems areas have been identified and defined. However, administrators, despite their experiences in addressing this issue, are not perceived by other role groups as having the most potential to eliminate sex-role stereotyping in vocational/technical education programs.

(2) Counselors Role Group

Of all role groups, counselors view people in their discipline as educators who are not only more cognizant of sex-role stereotyping but most responsive to the issue as well. However, of all role groups, counselors attributed the least amount of significance which sex-role stereotyping could have in affecting the lives and well-being of students and colleagues. This finding seemed to reveal some incongruity in the counselors' perceptions.

One area which deserves additional research is the degree to which counselors, in fact, affect students' career choices. Data from the study suggest that teachers, particularly vocational education staff, perceive they take on less formal – though not necessarily less effective – roles as career counselors. More detailed research of the methods and experiences that teachers identify with their informal counseling role will provide some common denominators to which the duties and functions of the counseling staff can be compared.

(3) Teachers Role Group

Of all role groups, teachers appeared to be more frequently critical of the efforts schools had undertaken to address the problem of sex-role stereotyping in vocational education. In comparison to administrators, teachers also rated the quality of counseling services available to students of both sexes as weaker. Teachers of various subjects indicate there is less priority placed on the elimination of sex-role stereotyping than the priority which is perceived by administrators, vocational education teachers and counselors.

Generally, on items which called for respondents to draw a parallel between sex-role stereotyping and limited opportunity because of role socialization, teachers were able to link one with the other more often than were administrators, vocational education teachers, and counselors. To what degree respondents from these three role groups (teachers, counselors, administrators) felt a need to project a socially acceptable image throughout the interview ("We've got good programs—sex-role stereotyping and bias don't operate around here.") is difficult to determine. However, the role group whose programs were not a specific focus of the fieldwork, i.e., teachers outside vocational education, were more capable of identifying problems and/or linking sex-role stereotyping with limited vocational opportunity than were their colleagues in vocational education.

(4) Vocational Education Teachers Role Group

Of all role groups, vocational education teaching staff expressed the least interest in participating in an in-service program on sex-role stereotyping. Though statistically unsupportable, it appears that vocational education teachers and vocational education administrators retain relatively little control in establishing and maintaining criteria for student placement in vocational programs. Following several interviews, a common note sounded by vocational staff (especially staff at the vocational skills centers) to the site team was the difficulty in broadening counselors' awareness of the objectives of the vocational/technical education program, of the content of vocational education courses, and of the long range program plans of the schools' vocational department.

G. Perceptions of the issue vary according to sex.

A majority of the male respondents and a majority of the female respondents concurred on all items. Some significant differences in response were attributed to male and female respondents concerning Items 2, 5, 8, 10, and 15. Of the females, 90% felt that housekeeping and financial responsibilities among husband and wife should not be delegated by sex, in comparison to 70% of the males. Of the men interviewed, 23% felt that there are many jobs in which men should be given hiring or promotional preference, while only 9% of the female educators agreed with that statement.

Differences were also evidenced in male and female responses to an item which focused on the career priorities of students. The largest percentage of males and females agreed that it was just as important for a woman as a man to think of a career. However, the number of male educators who assigned less importance or registered no opinion regarding the place of a career in a woman's life was significantly greater than the number of females.

In addition, there was a statistically significant difference in the response which males and females gave to an item which stated that teachers should take increasing responsibility for leadership in eliminating sex-role stereotyping. Of the females, 94% reported that teachers should assume such a role, in comparison to 84% of the males who agreed. Of the males, 9% did not agree that teachers should assume the initiation in leadership in comparison to .7% of the females. In response to another statement, more males than females felt that school staff were incapable of recognizing sex-role stereotyping.

H. Emphasis for expanding vocational options might best be concentrated in career-related activities with students in the classroom, rather than concentrated in training interventions and program development at the counseling/guidance level.

The processes for infusing career education information into various curricula already appear to be in place. Advisory committees to vocational education programs function at each site, with 67% of the sites' advisory committees having female representation. Working through these structural resources might be a more effective, efficient technique to encourage students to make non-traditional choices. Working through the established processes might also ultimately involve and influence more educators to support the non-traditional students.

Section IX
SUMMARY

There is a need, identified by all role groups, for a collaborative effort among students, parents and school staff to eliminate sex-role stereotyping in vocational education programs. Among a majority of respondents, the sources of sex-role stereotyping are perceived to exist outside as well as within the educational system.

However, four factors suggest that for a majority of the respondents sampled, sex-role stereotyping and bias in the schools is not perceived to be a major cause of limited vocational opportunity at the secondary level. First, only few respondents linked sex-role stereotyping with limited vocational opportunity. Second, most respondents did not identify barriers in the school system to expanding vocational options. Third, sex-role stereotyping is perceived by many educators to impact insignificantly on people's lives. Fourth, the lack of high priority status which respondents assigned to eliminating sex-role stereotyping is consistent with their limited perceptions of the issue of sex-role stereotyping in vocational education.

Perhaps these points of view may be attributed to the phenomenon of a few students entering vocational programs in which they have not traditionally participated. At one school a female student in a welding program and a few male students pursuing alternative vocational careers in child care could be considered individual cases which, numerically, do not constitute a "problem." As was reported, a majority of staff have had a limited experiential base from which to offer detailed responses to interview items concerning problem areas. At the same time, the respondents' knowledge of isolated instances of students crossing traditional vocational barriers might vindicate the perception of few problems at their site schools.

Among educators, articulation of the issue of sex-role stereotyping and its manifestations in vocational education depends upon an understanding of how socialization through sex and gender affects occupational choice and preparation. Only through an awareness of the issue of sex-role stereotyping in vocational education will educators be equipped to recognize common problems. A needs assessment among secondary schools in Michigan should not be undertaken without the skills to identify how, when, and where sex-role stereotyping can be manifested in a vocational education setting.

The task in Michigan's second year attempts to reduce sex-role stereotyping in vocational education is to facilitate the efforts of secondary schools to identify problem areas and to begin to plan systematically to support their efforts.

Section X
RECOMMENDATIONS

Both the nature and extent of sex-role stereotyping requires that systematic, long-range changes must be instituted within and outside the educational sector to bring about expanded vocational opportunity for secondary students. To facilitate the planning efforts of Vocation Technical Education Service, Michigan Department of Education, the project staff proposes that consideration be given to the following recommendations:

1. Development of a procedure to systematically monitor vocational education data

   An evaluation procedure should include a baseline data system to collect appropriate information to make comparisons regarding (1) enrollment, (2) job placement, (3) vocational graduate earnings, (4) vocational graduate survey responses, (5) apprenticeship placement program, (6) program staffing, and other areas identified by VTES as being critical to the elimination of sex-role stereotyping.

2. Development of a long range planning needs assessment instrument

   Administrators of vocational education programs should be provided with a tool that assists them in identifying sources of sex-role stereotyping in vocational education programs. Data and information from this assessment instrument should be easily transferred into long and short-term program objectives and work statements for the future.

3. Sponsorship and assistance in providing vocational education administrator and faculty workshops on sex bias

   To provide vocational education staff with an information base and to increase their skills in recognizing and eliminating sex-role stereotyping, the workshops should include the following components: (1) legal and compliance regulations, (2) resources for vocational program planning and evaluation, (3) information on sex-role stereotyping and role socialization, (4) models of effective bias-free vocational education programs and units, and (5) resources for the development and identification of non-biased instructional resources.

4. Increased visibility of the resources, both human and non-human, which are available to local educational systems to address the issue of sex-role stereotyping in vocational education.

   While the elimination of sex-role stereotyping in vocational education is a relatively new issue, there currently exist bibliographies, audio-visual materials, research and diagnostic tools, training programs, communication networks and personnel to assist local school systems to address the issue. However, many of the resources are scattered and thus are not readily accessible. Identifying and collecting such resources at a central location within Michigan would serve to build the information base to which vocational staff could turn for assistance in program planning and implementation.

5. Establishment of a procedure/process to systematically sample local vocational programs objectives

   Vocational programs objectives should be sampled to insure that the elimination of sex-role stereotyping is incorporated as a separate objective and where appropriate as a sub-objective of vocational program development. Among the criteria to be included in the review are (a) advisory committee representation, (b) composition of vocational instructional and administrative staff, (c) curriculum materials, (d) course content, (e) policy, (f) timetables and (g) provisions for modification and remedial action.

6. Discussion of alternative long-range plans to collaborate with populations outside the educational system to eliminate sex-role stereotyping in vocational education

   The efforts within the educational system to reduce sex-role stereotyping can in large part be supported by parents, employers, unions, union joint advisory councils, vocational advisory councils and peers. Increased attention should be directed to (a) targeting populations, (b) identifying resources in these populations, and (c) sketching models of ways to include the target populations.

7. Collection and analysis of the perceptions of key persons in selected audiences

   Continued efforts to eliminate sex-role stereotyping in vocational education should include dialogue among the Office of Non-Sexist Education, VTES staff and key persons representing (1) advisory councils, (2) post secondary institutions with vocational education programs, and (3) junior high school pre-vocational programs. Their perceptions of solutions to the problem of sex bias in vocational education should be collected. This information should be used as a basis for designing four or five model recruitment programs.

8. Pilots of model recruitment programs to encourage interest and participation of females and males in non-traditional vocational programs

   To address the need to expand vocational opportunities for secondary students, a model program should include (a) samples of written and visual materials depicting students in non-traditional jobs, (b) activities focusing on the issue of sex-role stereotyping to incorporate into vocational courses and units, (c) group counseling designs, (d) suggestions for including non-traditional role models in vocational classes, (e) on-the-job site exposure to the physical and social demands of filling a non-traditional job, and (f) improved placement systems to provide non-traditional work experience. VTES should encourage both the design and pilot test of recruitment models.

Dialogue on these recommendations should be continued with the Sex Equity Coordinator to ensure that project activities are coordinated with the Office of Non-Sexist Education, Michigan Department of Education. A more exhaustive list of planning directives to stimulate further discussion is presented in *Expanding Vocational Education and Training Options for Females and Males in Michigan: A National and State Perspective*.

INTERVIEW INSTRUMENT

FOR

TEACHING STAFF, ADMINISTRATORS, CLERICAL,

VOCATIONAL AND COUNSELING/GUIDANCE

PERSONNEL

INTERVIEWER: READ OR PARAPHRASE THE FOLLOWING INFORMATION OUTLOUD TO THE RESPONDENT:

Interviewer: Good (morning, afternoon.) I am (name) from the Expanding Vocational Options project. This study has been funded by the Michigan Department of Education for the purpose of exploring sex-role stereotyping in vocational education programs in Michigan. We are gathering information and data which will help us determine the nature and extent of sex-role stereotyping in vocational education programs across the state. Later in the project we will be developing materials and a training module for use in Michigan schools. (Name of school) was selected as one of twenty schools from which we would like to gather data. None of the information you give us will be attributed to you. Furthermore none of the schools participating in the project will be identified by name in our final report to the state.

I am going to ask you several questions about your perception of the problem of sex-role stereotyping in your school. When I refer to sex-role stereotyping, I mean any trait, interest or ability which is assigned to a person only on the basis of his/her sex.

The focus of our project is on vocational education programs. The questions in this interview instrument are designed to record your perception of sex-role stereotyping, and of how sex-role stereotyping affects career and vocational programs.

We are seeking your voluntary cooperation. You may withdraw your cooperation any time during the interview. You may also refuse to answer any question in the interview.

PROCEED WITH INTERVIEW. (RECORD OBSERVABLE DATA BEFORE YOU BEGIN.)

PRELIMINARY OBSERVATIONS
(Check age and race by asking an informal question)

1. Respondent Sex:
   - ☐ Male
   - ☐ Female
2. Respondent Race:
   - ☐ White
   - ☐ Black
   - ☐ Spanish Surname Amer.
   - ☐ Native American
   - ☐ Oriental
   - ☐ Other
3. Respondent Age:
   - ☐ Under 30
   - ☐ 30-39
   - ☐ 40-49
   - ☐ Over 50

BEGIN INTERVIEW

1. The questionnaire is being completed by a person in
   - ☐ Teaching
   - ☐ Vocational education (note teacher or admin.)
   - ☐ Administration
   - ☐ Clerical
   - ☐ Counseling/guidance
   - ☐ Other
   - ☐ CEPD
2. How long hae you served in this capacity?
   - ☐ Less than one year
   - ☐ 1-3 years
   - ☐ 4-7 years
   - ☐ More than 7 years
3. (If you teach,) in what curriculum do the majority of your teaching responsibilities fall?
   - ☐ Humanities
   - ☐ Science
   - ☐ Social science
   - ☐ Language
   - ☐ Vocational education
   - ☐ Physical education
   - ☐ Other
4. What is the student population of the school where you now teach/administer.
   - ☐ 1300 or more
   - ☐ 1299-700
   - ☐ 699-350
   - ☐ 350 or less
5. To what extent does your job at school require you *to work closely* with (male/female) students? (State the sex opposite of respondent's sex)
   - ☐ Frequently
   - ☐ Moderate extent
   - ☐ Very little
   - ☐ None
6. To what extent does your job at school require you *to work closely* with (male/female) colleagues? (State the sex opposite of respondent's sex)
   - ☐ Frequently
   - ☐ Moderate extend
   - ☐ Very little
   - ☐ None
7. Under Title IX each school was required to undertake an evaluation of current programs, policies and practices. Are you aware of your school going through this process as part of the Title IX requirements?
   - ☐ Yes ☐ No ☐ Not sure

7a. (If yes,) to what extent were you involved in Title IX evaluation?
   - ☐ Great involvement
   - ☐ Moderate involvement
   - ☐ Minimal involvement
   - ☐ No involvement

8. In your opinion, are the results of sex role stereotyping at your school likely to significantly affect the lives or well-being of students?
   - ☐ 1 Not very significant; the outcomes of SRS are *not* likely to have important effects on students
   - ☐ 2
   - ☐ 3 Moderately significant
   - ☐ 4
   - ☐ 5 Highly significant; the outcomes of SRS are *very* likely to affect students in very important ways

9. Are the results of sex role stereotyping at your school likely to significantly affect the lives or well-being of colleagues?
   - ☐ 1 Not very significant; the outcomes of SRS are *not* likely to have important effects on colleagues
   - ☐ 2
   - ☐ 3 Moderately significant
   - ☐ 4
   - ☐ 5 Highly significant; the outcomes of SRS are *very* likely to affect colleagues in very important ways

10. Are you aware of any incident your school has had as a result of sex role stereotyping?
    - ☐ Yes ☐ No ☐ Not sure

10a. (If yes,) what was the nature of this incident?

_____

_____

10b. (If yes,) how would you rate the seriousness of this incident?
   - ☐ Serious problem
   - ☐ Somewhat serious
   - ☐ Minor
   - ☐ Not a problem
   - ☐ Not sure

10c. (If yes,) was this incident solved?
   - ☐ Yes ☐ No ☐ Not sure

10d. (If yes,) How was it solved?

_____

_____

10e. (If yes,) how would you rate the effectiveness of the solution to this problem?
   - ☐ Extremely effective
   - ☐ Moderately effective
   - ☐ Ineffective

11* In your opinion, when should sex role stereotyping be considered a serious problem by teacher and/or administrator? (Check as many as respondent indicates)
   - ☐ When it upsets a student
   - ☐ When it requires involvement of principal
   - ☐ When it requires involvement of parent
   - ☐ When it requires involvement of school board
   - ☐ When it requires involvement of outside authorities
   - ☐ Other _____

12. How important is the elimination of sex role stereotyping as a priority at your school?
   - ☐ Very important
   - ☐ Moderately important
   - ☐ Of little importance

13. Do you believe that sex role stereotyping at your school has significantly interfered with offering effective counseling to male and female students?
   - ☐ Yes ☐ No ☐ Not sure

14. Do you believe there are limited opportunities in vocational education in your school because of sex role stereotyping?
   - ☐ Yes ☐ No ☐ Not sure

15. Do you believe there are limited opportunities in vocational education in other schools in this area because of sex role stereotyping?
   - ☐ Yes ☐ No ☐ Not sure

16. Have you ever known of a student at your school who was unable to get into a vocational education program because of his/her sex?
   - ☐ Yes ☐ No ☐ Not sure

17* Which personnel can have the most impact on the elimination of sex role stereotyping in vocational education programs? (Check only one)
   - ☐ Teachers
   - ☐ School board
   - ☐ Administration
   - ☐ Community businesses
   - ☐ Parents
   - ☐ Students
   - ☐ Only people in voc. ed.
   - ☐ Other _____

18. To what degree, if any, do you work with the counseling/guidance staff at your school when you develop curriculum?
   - ☐ Always
   - ☐ Frequently
   - ☐ Sometimes
   - ☐ Not very much
   - ☐ Never

19. Have you implemented curriculum changes because of sex role stereotyping?
   - ☐ Yes ☐ No ☐ Not sure

* Indicates interviewer should show respondent card with possible answers.

19a. (If yes,) briefly describe the nature of those curriculum changes:

_____

_____

19b. (If yes,) was there enough evaluation of these curriculum changes?
☐ Yes ☐ No ☐ Not sure

19c. (If yes,) was there enough instruction and training before these changes were implemented?
☐ Yes ☐ No ☐ Not sure

19d. (If yes,) was there enough communication within your department throughout the course of the curriculum changes?
☐ Yes ☐ No ☐ Not sure

19e. (If yes,) has there been any follow-up to these changes?
☐ Yes ☐ No ☐ Not sure

20. Have you sought any information about sex role stereotyping?
☐ Yes ☐ No ☐ Not sure

21* (If yes,) what is the source to which you *most frequently* turn for information on sex role stereotyping? (Check one)
☐ Technical books, articles ☐ TV-radio
☐ In-service programs ☐ Neighbors, friends
☐ Faculty or dept. meetings ☐ Other _____
☐ Board of education ☐ Never sought information

22. Please rate your curriculum materials with regard to sex role stereotyping:
☐ Excellent-no bias ☐ Fair-needs some imprvmts.
☐ Good ☐ Poor-needs major imprvmts.

23. What is your general impression of how your school compares to other school districts in its awareness of sex role stereotyping?
☐ More aware ☐ Less aware
☐ About same ☐ Not sure

24. To what extent are you involved in making decisions about curriculum content?
☐ Great involvement ☐ Minimal involvement
☐ Moderate involvement ☐ No involvement

25. Have you made any changes in curriculum content as a result of Title IX?
☐ Yes ☐ No ☐ Not sure

25a. (If yes,) what changes have you made?

_____

_____

25b. What is your general impression of how your school compares to other school districts in eliminating sex role stereotyping?
☐ Above average ☐ Below average
☐ About same ☐ Not sure

26. To your knowledge, are resources available at your school to help you understand sex role stereotyping and its implications for educators?
☐ Yes ☐ No ☐ Not sure

26a. (If yes,) what are these resources?

_____

_____

27. If you had advance knowledge of in-service programs to eliminate sex bias in education, would you participate or attend?
☐ Yes ☐ No ☐ Not sure

28. What is the current ratio of males to females in your classes?
☐ Mostly male (80% or more)
☐ Mostly female (80% or more)
☐ About the same

29. Have there been any changes in the sex-ratio of your students in your classes during the last three years?
☐ Yes ☐ No ☐ Not sure

29a. (If yes,) what changes have occurred?
☐ More females ☐ More males

29b. (If yes,) have you made any changes in course content as a result of having more (male/female) students in your classes?
☐ Yes ☐ No ☐ Not sure

29c. (If yes,) what changes in course content have you made?

_____

_____

30. Have you made any changes in your approach to teaching?
☐ Yes ☐ No ☐ Not sure

30a. (If yes,) how is your approach to teaching these courses different than it was?

_____

_____

31. To what extent do you assist students, formally or informally, in career decisions and vocational choices?
☐ Frequently ☐ Very little
☐ Moderate extent ☐ None

31a. (If yes,) how do you assist students?

_____

_____

32. Have you been involved with any plans to recruit students into programs which they have traditionally *not* taken part in?
☐ Yes ☐ No ☐ Not sure

32a. (If yes,) please describe these plans:

_____

_____

32b. (If yes,) have these programs been evaluated by you or any other member of the teaching or administrative staff?
☐ Yes ☐ No ☐ Not sure

33* What do you think is the current major barrier to bringing more students into non-traditional vocational areas? (Check only one)
☐ Lack of personnel ☐ Attitudes among involved staff
☐ Lack of adequate career material ☐ Budget constraints
☐ Lack of administrative support ☐ Parent attitudes
☐ Student attitudes ☐ Other _____

34. What obstacles do you foresee in recruiting males into programs which they have traditionally *not* taken part in?

_____

_____

35. What obstacles do you foresee in recruiting females into programs which they have traditionally *not* taken part in?

_____

_____

36. Do you support the development of plans and programs to recruit males and females into non-traditional occupation areas?
☐ Yes ☐ No ☐ Not sure

36a. Would you help develop such programs? If so, how?
☐ Yes ☐ No ☐ Not sure

_____

_____

37. How good a job do the counseling/guidance programs at your school do in the following areas:

37a. Career guidance/orientation for females:
☐ Excellent ☐ Fair
☐ Good ☐ Poor
☐ Adequate ☐ Not sure

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37b. Career guidance/orientation for males:
- ☐ Excellent
- ☐ Good
- ☐ Adequate
- ☐ Fair
- ☐ Poor
- ☐ Not sure

37c. Non-biased approach to career counseling:
- ☐ Excellent
- ☐ Good
- ☐ Adequate
- ☐ Fair
- ☐ Poor
- ☐ Not sure

37d. Recruitment of students into vocational education programs in which either sex has *not* traditionally participated:
- ☐ Excellent
- ☐ Good
- ☐ Adequate
- ☐ Fair
- ☐ Poor
- ☐ Not sure

37e. Encouragement to students to consider non-traditional careers:
- ☐ Excellent
- ☐ Good
- ☐ Adequate
- ☐ Fair
- ☐ Poor
- ☐ Not sure

38* For which of the following reasons do you contact the counseling/guidance staff at your school? (Check as many as respondent indicates)
- ☐ Personal student problem
- ☐ Career/voc. counseling
- ☐ Curriculum counseling
- ☐ Discipline problem
- ☐ Academic problem
- ☐ Other _____

Please indicate the extent to which you agree or disagree with the following statements concerning the responsiveness of *your* school to sex role stereotyping:

39. Most of the staff are aware of the problem of sex role stereotyping:
- ☐ Strongly agree
- ☐ Mildly agree
- ☐ Not sure
- ☐ Mildly disagree
- ☐ Strongly disagree
- ☐ NA

40. Most of the staff have more important priorities than the elimination of sex role stereotyping:
- ☐ Strongly agree
- ☐ Mildly agree
- ☐ Not sure
- ☐ Mildly disagree
- ☐ Strongly disagree
- ☐ NA

41. Teachers feel free to approach the school administration with problems that arise as a result of sex role stereotyping:
- ☐ Strongly agree
- ☐ Mildly agree
- ☐ Not sure
- ☐ Mildly disagree
- ☐ Strongly disagree
- ☐ NA

42. Teachers can influence the administration to initiate change at the building level to eliminate sex role stereotyping:
- ☐ Strongly agree
- ☐ Mildly agree
- ☐ Not sure
- ☐ Mildly disagree
- ☐ Strongly disagree
- ☐ NA

43. Educators can influence the board of education to initiate change to eliminate sex role stereotyping:
- ☐ Strongly agree
- ☐ Mildly agree
- ☐ Not sure
- ☐ Mildly disagree
- ☐ Strongly disagree
- ☐ NA

44. We should undertake efforts to overcome sex role stereotyping whether or not problem areas have been identified:
- ☐ Strongly agree
- ☐ Mildly agree
- ☐ Not sure
- ☐ Mildly disagree
- ☐ Strongly disagree
- ☐ NA

45. Teachers should take increasing responsibility for leadership in eliminating sex role stereotyping:
- ☐ Strongly agree
- ☐ Mildly agree
- ☐ Not sure
- ☐ Mildly disagree
- ☐ Strongly disagree
- ☐ NA

46. Teachers of our school who have an idea about how to eliminate sex role stereotyping *should* bring it to the attention of their colleagues:
- ☐ Strongly agree
- ☐ Mildly agree
- ☐ Not sure
- ☐ Mildly disagree
- ☐ Strongly disagree
- ☐ NA

47. In my field many people don't recognize sex role stereotyping.
- ☐ Strongly agree
- ☐ Mildly agree
- ☐ Not sure
- ☐ Mildly disagree
- ☐ Strongly disagree
- ☐ NA

48. In my field many people don't do anything about sex role stereotyping.
- ☐ Strongly agree
- ☐ Mildly agree
- ☐ Not sure
- ☐ Mildly disagree
- ☐ Strongly disagree
- ☐ NA

49. In my field many people don't know how to do anything about sex role stereotyping.
- ☐ Strongly agree
- ☐ Mildly agree
- ☐ Not sure
- ☐ Mildly disagree
- ☐ Strongly disagree
- ☐ NA

50. Eliminating sex bias in vocational education curriculum materials and course content is not enough; one should make an effort to recruit non-traditional students:
- ☐ Strongly agree
- ☐ Mildly agree
- ☐ Not sure
- ☐ Mildly disagree
- ☐ Strongly disagree
- ☐ NA

51. Vocational and technical/trade schools should admit the best qualified students, independent of sex:
- ☐ Strongly agree
- ☐ Mildly agree
- ☐ Not sure
- ☐ Mildly disagree
- ☐ Strongly disagree
- ☐ NA

52. There are many jobs in which men should be given preference over women in being hired or promoted:
- ☐ Strongly agree
- ☐ Mildly agree
- ☐ Not sure
- ☐ Mildly disagree
- ☐ Strongly disagree
- ☐ NA

53. Women should be given equal opportunity with men for apprenticeship in the various trades:
- ☐ Strongly agree
- ☐ Mildly agree
- ☐ Not sure
- ☐ Mildly disagree
- ☐ Strongly disagree
- ☐ NA

54. Except in special cases the wife should do the cooking and housekeeping—and the husband should provide the family with money:
- ☐ Strongly agree
- ☐ Mildly agree
- ☐ Not sure
- ☐ Mildly disagree
- ☐ Strongly disagree
- ☐ NA

55. It is less important for a woman than a man to think of a career:
- ☐ Strongly agree
- ☐ Mildly agree
- ☐ Not sure
- ☐ Mildly disagree
- ☐ Strongly disagree
- ☐ NA

56. Men should consider interrupting their careers to share in the caring of small children at home:
- ☐ Strongly agree
- ☐ Mildly agree
- ☐ Not sure
- ☐ Mildly disagree
- ☐ Strongly disagree
- ☐ NA

ADMINISTER TO TEACHERS, ADMINISTRATORS, CLERICAL ONLY:

Are there any other comments you would like to make on this general subject of sex bias and sex role stereotyping in educational programs?

_____

_____

END INTERVIEW HERE FOR TEACHERS, ADMINISTRATORS, CLERICAL—REMEMBER TO SUGGEST TO INTERESTED RESPONDENTS THAT THEY MAKE THE PRINCIPAL (OR SCHOOL PROJECT CONTACT PERSON) AWARE OF THEIR INTEREST TO CONTINUE IN THE PROJECT.

ADMINISTER TO VOCATIONAL EDUCATION PERSONNEL ONLY:

57. What are the objectives of your school's vocational education program?

58. What are the criteria used to admit students to the vocational education program?

59. Who usually authorizes the placement of students in the vocational program? (Check only one)
☐ Teacher ☐ Placement staff
☐ Counselor ☐ Joint
☐ Voc. educ. staff member ☐ Other _____

60. Does your school have an advisory committee made up of persons outside the school for your vocational education program development?
☐ Yes ☐ No ☐ Not sure

60a. (If yes,) are there any females on this committee?
☐ Yes ☐ No ☐ Not sure

60b. (If yes,) by what criteria are they chosen for membership on this committee? (Probe: volunteers, business affiliations, interest)

61. Does your school bring potential employers from the community into the school?
☐ Yes ☐ No ☐ Not sure

62. Have you encountered any problems with the enrollment of male or female students in vocational education programs other than the ones they have traditionally taken?
☐ Yes ☐ No ☐ Not sure

62a. (If yes,) briefly indicate the type of problem you have encountered:

63. Do you have any females currently enrolled in vocational programs other than the ones females have traditionally taken?
☐ Yes ☐ No ☐ Not sure

63a. (If yes,) how many females are enrolled?
Number _____

64. Are there any problems you've encountered with having females in non-traditional courses?
☐ Yes ☐ No ☐ Not sure

64a. (If yes,) would you briefly describes these problems:

64b. How have you dealt with these problems?

65. Do you have any males currently enrolled in vocational programs other than the ones males have traditionally taken?
☐ Yes ☐ No ☐ Not sure

65a. (If yes,) how many males are enrolled?
Number _____

66. Are there any problems you've encountered with having males in non-traditional courses?
☐ Yes ☐ No ☐ Not sure

66a. (If yes,) would you briefly describe these problems?

66b. How have you dealt with these problems?

67. In general, how have traditional and non-traditional students reacted to each other in the vocational education programs?
☐ Students have dropped the course
☐ Students have teased non-traditional students
☐ Students have verbally complained to me
☐ Students have paid no attention
☐ Full acceptance
☐ Other _____
☐ Not sure

68. What kind of community reaction to female students working in non-traditional occupations do you expect?

69. What kind of community reaction to male students working in non-traditional occupations do you expect?

70. In what areas do you see a change in female occupational interests?

71. In what areas do you see a change in male occupational interests?

72. If a student expresses interest in a non-traditional vocational area, what are some things you discuss with him/her?

73. In what occupational areas do females most often indicate an interest?

74. In what occupational areas do males most often indicate an interest?

75. In what occupational areas do females least often indicate an interest?

76. In what occupational areas do males least often indicate an interest?

77. Which of the following factors have students mentioned as being most important in influencing their decision about whether to follow a non-traditional career? (Check only one)
☐ Friends' resistance ☐ Teachers' resistance
☐ Friends' encouragement ☐ Teacher's encouragement
☐ Parental resistance ☐ Other _____
☐ Parental encouragement

78. What would you say is the strongest influence on career interests of female students?

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79. What would you say is the strongest influence on career interests of male students?

80. Do you personally follow-up the work experiences of students after they leave your school? If so, how?

81. Have you conducted any recruitment programs to bring female students into traditional male vocational programs?
☐ Yes ☐ No ☐ Not sure

81a. (If yes,) what methods have been used?

82. Have you conducted any recruitment programs to bring male students into traditional female vocational programs?
☐ Yes ☐ No ☐ Not sure

82a. (If yes,) what methods have been used?

83. What procedures does your staff have for evaluating its recruitment programs?

84. Do you have any recruitment materials specifically designed to encourage student enrollment in non-traditional vocational careers?
☐ Yes ☐ No ☐ Not sure

84a. (If yes,) how would you rate the effectiveness of these specifically designed materials?
☐ Excellent ☐ Fair
☐ Adequate ☐ Poor

85. Please rate your vocational education program materials with regard to sex role stereotyping:
☐ Excellent-no bias ☐ Fair-needs some imprvmnt.
☐ Good ☐ Poor-needs major imprvmnt.

ADMINISTER TO VOCATIONAL EDUCATION PERSONNEL ONLY:
Are there any other comments you would like to make on this general subject of sex bias and sex role stereotyping in vocational education programs?

END INTERVIEW HERE FOR VOCATIONAL EDUCATION PERSONNEL—REMEMBER TO SUGGEST TO INTERESTED RESPONDENTS THAT THEY MAKE THE PRINCIPAL (OR SCHOOL PROJECT CONTACT PERSON) AWARE OF THEIR INTEREST TO CONTINUE IN THE PROJECT.

ADMINISTER TO COUNSELING/GUIDANCE PERSONNEL ONLY:

86. How many students do you counsel? _____

87. Approximately what percentage of the student population do you counsel?
☐ 0-10% ☐ 41-50%
☐ 11-30% ☐ More than 50%
☐ 31-40%

88. What percentage of your time is spent in counseling students about career decisions? _____

89. Which three of the following activities take up the greatest amount of your time? (Rate in order from 1-3)
___ Administering tests ___ Parent conferences
___ Keeping records ___ Career counseling
___ Student conferences ___ Curriculum counseling
___ Personal problems ___ Meetings (staff, faculty, community)
___ Disciplinary matters ___ Other _____

90. How does the counseling/guidance staff assist students in career decisions and vocational choices?

91. What career interest inventories are used at your school?
☐ Kuder ☐ Ovis
☐ Strong ☐ Strong-Campbell
☐ Other _____

91a. Of the one most often used, how often is it administered to students? (Check as many as respondent indicates.)
☐ On a regular basis ☐ When the teacher requests
☐ Occasionally ☐ When the parent requests
☐ When the counselor determines need ☐ Seldom
☐ When the student requests ☐ Never
☐ Other _____

92. How useful are these inventories to you in counseling students?
☐ Extremely useful ☐ Rarely useful
☐ Occasionally useful ☐ Not at all useful

93. Does your school sponsor programs for students to examine career and vocational opportunities?
☐ Yes ☐ No ☐ Not sure

93a. (If yes,) what kinds of programs do you sponsor?

94. Does your school hold any group counseling sessions for male and female students separately?
☐ Yes ☐ No ☐ Not sure

94a. (If yes,) for what reasons do you hold separate sessions?

95. Does your school bring potential employers from the community into the school to talk to students?
☐ Yes ☐ No ☐ Not sure

96. Does your school bring union representatives from the community into the school to talk to students?
☐ Yes ☐ No ☐ Not sure

97. What kind of community reaction to female students working in non-traditional occupations do you expect?

98. What kind of community reaction to male students working in non-traditional occupations do you expect?

99. In what areas do you see a change in female occupational interests?

100. In what areas do you see a change in male occupational interests?

101. If a student expresses interest in a non-traditional vocational area, what are some things you discuss with him/her?

_____

_____

102. In what occupational areas do females most often indicate an interest?

_____

_____

103. In what occupational areas do males most often indicate an interest?

_____

_____

104. In what occupational areas do females least often indicate an interest?

_____

_____

105. In what occupational areas do males least often indicate an interest?

_____

_____

106. Which of the following factors have students mentioned as being most important in influencing their decision about whether to follow a non-traditional career? (Check only one)

☐ Friends' resistance ☐ Teachers' resistance
☐ Friends' encouragement ☐ Teachers' encouragement
☐ Parental resistance ☐ Other _____
☐ Parental encouragement

107. What would you say is the strongest influence on career interests of female students?

_____

_____

108. What would you say is the strongest influence on career interests of male students?

_____

_____

109. Do you personally follow-up the work experiences of students after they leave your school? If so, how?

_____

_____

110. Have you conducted any recruitment programs to bring female students into traditional male vocational programs?

☐ Yes ☐ No ☐ Not sure

110. (If yes,) what methods have been used?

_____

_____

111. Have you conducted any recruitment programs to bring male students into traditional female vocational programs?

☐ Yes ☐ No ☐ Not sure

111a. (If yes,) what methods have been used?

_____

_____

112. What procedures does your staff have for evaluating its recruitment programs?

_____

_____

113. Do you have any recruitment materials specifically designed to encourage student enrollment in non-traditional vocational careers?

☐ Yes ☐ No ☐ Not sure

113a. (If yes,) how would you rate the effectiveness of these specifically designed materials?

☐ Excellent ☐ Fair
☐ Adequate ☐ Poor

114. Please rate your vocational education program materials with regard to sex role stereotyping:

☐ Excellent-no bias ☐ Fair-needs some imprvmnt.
☐ Good ☐ Poor-needs major imprvmnt.

ADMINISTER TO COUNSELING/GUIDANCE PERSONNEL ONLY:

Are there any other comments you would like to make on this general subject of sex bias and sex role stereotyping in vocational educational programs?

_____

_____

END INTERVIEW—REMEMBER TO SUGGEST TO INTERESTED RESPONDENTS THAT THEY MAKE THE PRINCIPAL (OR SCHOOL CONTACT PERSON) AWARE OF THEIR INTEREST TO CONTINUE IN THE PROJECT.

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